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ABSTRACT

The conference reported here was held to provide an open forum for vocational teacher educators and bureau of vocational education personnel to discuss the major issues and problems common to all vocational education programs. Following a brief description of the conference (which includes the objectives, planning, outcomes, and evaluation), the remainder of this report is comprised of appendixes. The first three appendixes contain the conference program, the conference announcement, and a list of the participants. Three presentations are then appended. The first is a presentation on the present and future challenges in leadership for vocational education by Gene Bottoms, Executive Secretary, The American Vocational Association. The next one is a presentation by Roger Semerad from the National Advisory Council on Vocational Education which critiques vocational education leadership's dealing with the employment problems of the economically and academically disadvantaged. The last presentation, a panel discussion, deals with leadership, special student populations, and public relations in vocational education. The next appendix contains the conference wrap-up, while the last one summarizes the participants' responses to the conference as indicated on the evaluation survey form. (EM)

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CONFERENCE REPORT

FOURTH ANNUAL VOCATIONAL TEACHER EDUCATION CONFERENCE

BUREAU OF VOCATIONAL EDUCATION
UNIVERSITY COORDINATING COMMITTEE

FEBRUARY 9-10, 1978

CE 017 994

CONFERENCE TITLE

Vocational Teacher Education Conference

CONFERENCE SPONSOR

Bureau of Vocational Education/University Coordinating Committee

CONFERENCE FACILITATOR

Larry Barnhardt, Coordinator
Inservice Education
Bureau of Vocational Education
Frankfort, Kentucky

PURPOSE

The purpose of this conference was to provide an open forum for the discussion of the major issues and problems common to all vocational education programs. The desired outcome was for a meaningful dialog to emerge that would result in a mutual understanding of the issues discussed. It was further hoped that from this understanding a closer working relationship would develop among the participants in working toward overall goals that address the major issues of vocational education.

OBJECTIVES

As a result of participating in the conference the participants:

1. obtained a broader awareness of the diverse issues that confront vocational education.

2. shared ideas relative to the issues discussed.

3. identified directions that vocational education in Kentucky should take relative to the issues discussed.

4. became more aware of the major thrusts identified as priorities by the BVE-UCC Program Planning Committee.

5. discussed items of interest particularly unique to program areas.

PLANNING

The fourth annual Vocational Teacher Education Conference was planned by a conference program planning committee made up of members of the Bureau of Vocational Education/University Coordinating Committee, BVE-UCC.

A conference program (Appendix A) was developed which reflected the imput from both university and bureau personnel. A conference announcement (Appendix B) and sent to the BVE-UCC members who in turn disseminated the information to those concerned with Vocational Education on each campus and the Department of Education. A list of participants is included as Appendix C.

OUTCOMES

The conference was divided into three broad areas: General Session, Special Interest Session and Program Area Session.

GENERAL SESSIONS

The theme of the General Sessions, "Major Issues of Vocational Education," was choosen to sensitize Vocational teacher educators, Bureau of Vocational Education Personnel and other interested people to the major issues facing vocational education as perceived by national leaders in vocational education.

The major issues were presented from two different perspectives. One from a vocational educator, Dr. Gene Bottoms, Executive Secretary of AVA (Appendix D) and the second from a lay person, Mr. Roger Semerad, Member of the National Advisory Council for Vocational Education (Appendix E).

After each major presentation the participants were asked to interact with one another with regard to the presentation. Small group recorders developed a list of the main ideas discussed in the interaction sessions. The major points discussed were synthesized and presented back to the participants in the form of a panel presentation by Dr. Charlotte Bennett, Dr. Jack McElroy, and Dr. Charles Wade. The major points were: Leadership, Special Needs Populations and Public Relations (Appendix F).

After the Panel Presentation was made, Mr. Billy Ray Howard, Assistant Superintendent for Vocational Education reacted to the overall conference in general and the panel presentation specifically (Appendix G).

SPECIAL INTEREST SESSIONS

The Special Interest Session consisted of 14 topics selected by the Conference Program Planning Committee and presented by University and Bureau Personnel with expertise in the specific topic presented. Information relative to any of the topics presented, can be obtained by requesting information directly from the presenter.

PROGRAM AREA SESSIONS

The Program Area Sessions were held to discuss items unique to specific program areas. Information regarding the outcomes of each specific program area can be obtained by contacting the Program Development unit director facilitating each session.

EVALUATION

An overall conference evaluation was conducted (Appendix H). The evaluation was divided in four categories.

1) Bureau Personnel
2) University Personnel
3) Others attending
4) Combined

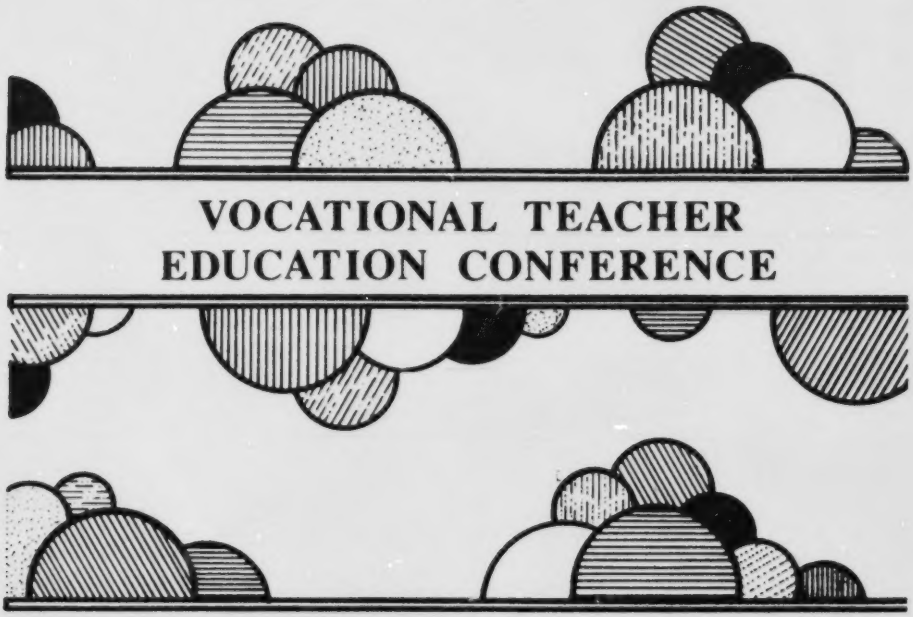
The concensus of those completing items 13 and 14 was that the conference be continued to be held in February for 1½ to 2 days.

APPENDICES

CONFERENCE PROGRAM

APPENDIX A

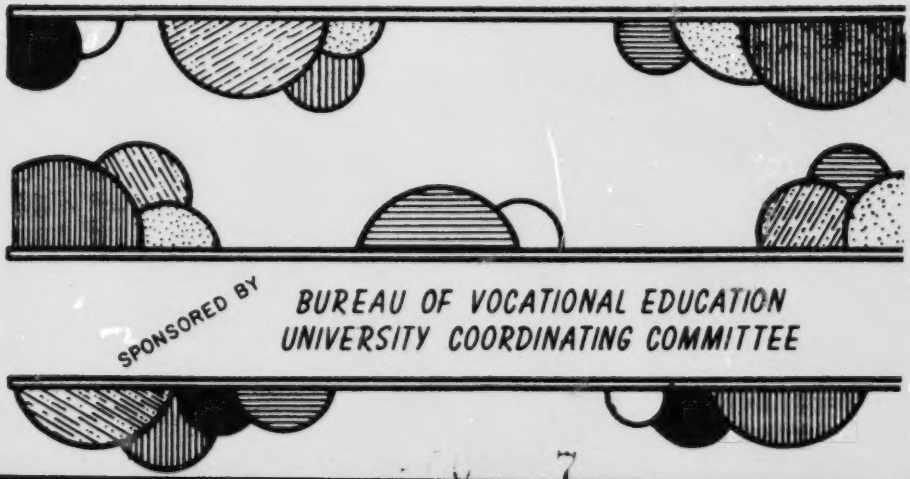
VOCATIONAL TEACHER EDUCATION CONFERENCE



FEBRUARY 9 & 10, 1978

STUDENT CENTER—UNIVERSITY OF KENTUCKY

"THE MAJOR ISSUE OF VOCATIONAL EDUCATION"



SPONSORED BY

BUREAU OF VOCATIONAL EDUCATION
UNIVERSITY COORDINATING COMMITTEE

ACKNOWLEDGEMENTS

The Vocational Teacher Education Conference is an annual event that requires extensive planning and preparation from many people who voluntarily take on this responsibility over and above their regular duties. It is for this reason that the BVE-UCC would like to extend a special thanks to the following people:

- Dr. Harold Binkley, University of Kentucky; Dr. Kenneth Hansson, Eastern Kentucky University; Dr. L. Dean McClellan, University of Louisville; Mr. Robert Spillman, Department of Occupational Education for their role in planning the conference format.

- Dr. Larry Barnhardt, Bureau of Vocational Education, Vocational Education Professional Development (VEPD) for facilitating the conference and the VEPD clerical staff; Carolyn Bryan, Susan Hunter, and Ellen Grigsby for their assistance in the development of the conference material.

- Geraldene Young, Bureau of Vocational Education, for preparing the typeset of the program; Dr. Herbert Bruce and Raymond Gilmore, Curriculum Development Center, University of Kentucky, for their role in designing the program cover and printing the conference program; and Mr. George Brown, Eastern Kentucky University, for assembling the conference program.

- Special thanks and appreciation to the Special Interest Session Presenters, Small Group Interaction Leaders and Recorders, and Bureau of Vocational Education Division of Program Development Unit Directors for their time in preparing for and becoming actively involved in this year's conference.

Without the dedication, commitment, and expertise from these people it would be impossible to conduct this conference.

VOCATIONAL TEACHER EDUCATION CONFERENCE

Sponsored by

BVE-UCC

BACKGROUND

The Bureau of Vocational Education-University Coordinating Committee (BVE-UCC) was established in 1974 for the purpose of improving the communication and coordination of the various agencies involved with university level vocational education programs and activities such as teacher preparation, hiring and personnel development. Since that time BVE-UCC has developed a yearly program of work including the sponsorship of an annual teacher education conference. The conference programs have centered around a theme which evolved from the major thrust of the committee's work. Past conference themes have been:

"Competency Based Teacher Education" in 1975
"Certification – Where Are We and Where Are We Going?" in 1976 and
"A Master Plan for Vocational Education Professional Development" in 1977

The theme for this year's conference is:

"The Major Issues of Vocational Education"

PURPOSE

The purpose of this conference is to provide an open forum for the discussion of the major issues and problems common to all vocational education programs. The desired outcome is for a meaningful dialog to emerge from these proceedings that will result in a mutual understanding of the issues discussed. It is hoped that from this understanding a closer working relationship will develop among the participants in working toward the overall goals of vocational education.

OBJECTIVES

As a result of participating in the conference, the participants will:

1. obtain a broader awareness of the diverse issues that confront vocational education.
2. be given an opportunity to share ideas relative to the issues discussed.
3. identify directions that vocational education in Kentucky should take relative to the issues discussed.
4. become more aware of the major thrusts identified as priorities by the BVE-UCC Program Planning Committee.
5. discuss items of interest particularly unique to program areas.

VOCATIONAL TEACHER EDUCATION CONFERENCE PROGRAM

THURSDAY, FEBRUARY 9, 1978

8:30 - 10:00 **REGISTRATION** . . . . . **THEATER LOBBY**

GET ACQUAINTED . . . . . .PRESIDENT'S ROOM

9:00 - 9:30 **SMALL GROUP LEADER/RECORDER MEETING** . . . . . **Room 118**

FIRST GENERAL SESSION

THEME: The Major Issues of Vocational Education

Presiding:
Dr. Herbert Bruce, Director
Curriculum Development Center
University of Kentucky

10:00 - 10:15 **WELCOMING AND OPENING REMARKS** . . . . . .**THEATER**

Dr. Lewis Cochran
Vice President of Academic Affairs
University of Kentucky

Mr. Robert Spillman, Director
Liaison With Institutions of Higher Education
Department of Occupational Education

10:15 - 11:00 **KEYNOTE ADDRESS** . . . . . .**THEATER**

Dr. Gene Bottoms
Executive Secretary of AVA
Washington, D.C.

11:15 - 12:00 **SMALL GROUP INTERACTION***

GROUP A . . . . . **Room 107**

Leader: Mr. Ron Abrams, Northern Kentucky University
Recorder: Mr. Jeff Crisp, Western Kentucky University

GROUP B . . . . . **Room 109**

Leader: Mr. John Drake, Bureau of Vocational Education
Recorder: Dr. Jack McElroy, University of Kentucky

GROUP C . . . . . **Room 111**

Leader: Dr. Norma Schira, Western Kentucky University
Recorder: Ms. Charlotte Bennett, Morehead State University

*Letter on name tag denotes your group

GROUP D . . . . . **Room 113**

Leader: Ms. Ruth McCann, Eastern Kentucky University
Recorder: Ms. Charlotte Tulloch (EPDA), University of Kentucky

GROUP E . . . . . **Room 115**

Leader: Ms. Sue Couch (EPDA), Univeristy of Kentucky
Recorder: Mr. W. Gary Steinhilber, Bureau of Vocational Education

GROUP F . . . . . **Room 117**

Leader: Mr. William Jeffrey, Bureau of Vocational Education
Recorder: Dr. Charles Wade, Bureau of Vocational Education

GROUP G . . . . . **Room 118**

Leader: Mr. Terry Turner, Murray State University
Recorder: Mr. H. Douglas McKinley, Bureau of Vocational Education

GROUP H . . . . . **Room 119**

Leader: Mr. James Green, Bureau of Vocational Education
Recorder: Dr. Kenneth Utley, Western Kentucky University

12:15 - 1:45 **LUNCHEON** . . . . . .**BALLROOM**

Introduction of Speaker:
Dr. Herbert Bruce
University of Kentucky

KEYNOTE ADDRESS . . . . . .**BALLROOM**

Mr. Roger Semerad, Member
National Advisory Council for Vocational Education
Washington, D.C.

2:00 - 2:45 **SMALL GROUP INTERACTION**

Same rooms as listed in the morning session

SPECIAL INTEREST SESSIONS

3:00 - 4:00 SELECT ONE SESSION FROM THIS LIST

SESSION 1 . . . . . **Room 107**

PROFESSIONAL DEVELOPMENT IN VOCATIONAL EDUCATION

Dr. James B. Hamilton, Project Director
The Center for Vocational Education
Columbus, Ohio

This session will consist of a brief presentation and discussion on each of three professional development curricular products of The Center for Vocational Education: Performance-Based Teacher Education, (PBTE) Installing Competency-Based Vocational Instruction, (CBI) and Competency-Based Administrator Education (CBAE).

SESSION 2 . . . . . **Room 109**

THE TEACHER EDUCATORS ROLE IN TRAINING COMPETENT ADIVSORS FOR VOCATIONAL STUDENT ORGANIZATION

Dr. Charles Byers, Assistant Professor
Department of Vocational Education
University of Kentucky

This session will deal with the value and operation of collegiate organizations, preservice instruction and inservice education in the area of advising student organization.

SESSION 3 . . . . . **Room 111**

HOW STUDENTS LEARN

Dr. L. Dean McClellan, Chairman
Department of Occupational and Career Education
University of Louisville

This session will provide an awareness of a scientific approach to determine how students learn along with behavioral characteristics which provide teachers with clues for motivating individual students. It provides a basis for personalizing instruction and assures a high degree of successful achievement by students.

SESSION 4 . . . . . **Room 113**

PLUSES AND MINUSES IN PBTE

Dr. Keith Bayne, Coordinator of Trade and Industrial Education
Department of Occupational and Career Education
University of Louisville

Dr. Bernard Fagan, Professor
Trade and Industrial Education
University of Kentucky

This session will outline some of the positive benefits along with some shortcomings of PBTE and provide a forum for suggesting ways of meeting the problems and diminishing the failures in the use of PBTE.

SESSION 5 . . . . . **Room 115**

SALEABLE SKILLS AND SELF CONCEPT

Dr. Carl Hurley, Associate Professor
Industrial Education
Department of Secondary and Higher Education
Eastern Kentucky University

This session will deal with the importance of a student's self-image in selecting, preparing for, entering upon, adjusting to, and succeeding in an occupation of his/her choice.

SESSION 6 . . . . . **Room 117**

SUPERVISED WORK EXPERIENCE SLOTS – DEVELOPMENT, IMPLEMENTATION AND EVALUATION

Dr. Robert Newton, Chairman
Department of Industrial Education and Technology
Morehead State Univorstiy

This session will include a presentation and discussion of techniques of working with employers in the development and placement of students into meaningful on-site work experience assignments.

SESSION 7 . . . . . **Room 118**

PBTE SIMULATION – AN INTERFACE BETWEEN THEORY AND PRACTICE

Dr. Elaine F. Uthe, Head
Business Education
Department of Vocational Education
University of Kentucky

This session will illustrate existing simulations in teacher education and their use in specialized methods courses and in the preparation of teacher-coordinators and administrators.

SESSION 8 . . . . . **Room 119**

SHOULD KENTUCKY ESTABLISH OCCUPATIONAL PROGRAM STANDARDS?

Dr. Norman Ehresman, Head
Division of Education Services
Western Kentucky University

This session will be an open forum to discuss issues dealing with establishing occupational program standards and alternatives resolving these issues. Come prepared to share your views.

SPECIAL INTEREST SESSIONS

4:00 - 5:00 SELECT ONE SESSION FROM THIS LIST

SESSION 1 . . . . . **Room 107**

PROFESSIONAL DEVELOPMENT IN VOCATIONAL EDUCATION

Dr. James B. Hamilton, Project Director
The Center for Vocational Education
Columbus, Ohio

This session will consist of a brief presentation and discussion on each of three professional development curricular products of the Center for Vocational Education: Performance-Based Teacher Education, (PBTE) Installing Competency-Based Vocational Instruction, (CBI) and Competency-Based Administrator Education (CBAE).

SESSION 2 . . . . . **Room 109**

LET US RAISE YOUR AWARENESS

Ms. Hazel Davis, Coordinator
Equal Vocational Opportunity
Bureau of Vocational Education

This session will attempt to create an awareness of the need to eliminate sex bias and sex role stereotyping from vocational education programs.

SESSION 3 . . . . . **Room 111**

THE ROLE OF TEACHER EDUCATOR IN PROFESSIONAL ORGANIZATIONS

Mr. Robert E. Spillman, Director
Liaison With Institution of Higher Education
Department of Occupational Education

This session will explore the role of teacher education in the development of a viable professional organization necessary for the welfare of vocational education "in these changing times."

SESSION 4 . . . . . **Room 113**

PLUSES AND MINUSES IN PBTE

Dr. Keith Bayne, Coordinator
Trade and Industrial Education
Department of Occupational and Career Education
University of Louisville

Dr. Bernard Fagan, Professor
Trade and Industrial Education
University of Kentucky

This session will outline some of the positive benefits along with some shortcomings of PBTE and provide a forum for suggesting ways of meeting the problems and diminishing the failures in the use of PBTE.

SESSION 5 . . . . . **Room 115**

PREPARING TEACHERS TO WORK WITH ADULTS AND ADULT OCCUPATIONAL PROGRAMS

Dr. C. William Garner, Assistant Professor
Occupational Education and University Coordinator for Fort Knox
University of Louisville

This session will include a brief presentation on current trends, followed by a discussion on educational theories and methods, and psychological, sociological and economic considerations.

SESSION 6 . . . . . **Room 117**

WHAT WILL VOCATIONAL EDUCATION LOOK LIKE IN THE FUTURE?

Dr. L. Dean McClellan, Chairman
Department of Occupational and Career Education
University of Louisville

Dr. Robert E. Newton, Chairman
Department of Industrial Education and Technology
Morehead State University

This session will deal with the results of a recent study undertaken by the University of Louisville and Morehead State University which utilized the Delphi Technique to determine the future trend and issues in Kentucky vocational education followed by a discussion with session participants regarding those issues.

SESSION 7 . . . . . **Room 118**

JOINT DOCTORAL PROGRAMS IN VOCATIONAL EDUCATION

Dr. Clayton Omvig, Acting Director of Graduate Studies
Department of Vocational Education
University of Kentucky

Dr. Edgar Sagan, Associate Dean of Graduate Studies
College of Education
University of Kentucky

This session will be a presentation of the availability of joint doctoral programs between cooperating institutions of higher education and will include the procedures, requirements, applications and operations of the program.

SESSION 8 . . . . . **Room 119**

VOCATIONAL EDUCATION PERSONNEL – HOW DO WE FIND THEM AND KEEP THEM?

Dr. Kenneth S. Hansson, Dean
College of Applied Arts and Technology
Eastern Kentucky University

This session will be an open forum to explore various ways of recruiting and enlarging the pool of qualified personnel for teaching, supervisory and administrative positions in vocational education.

FRIDAY, FEBRUARY 10, 1978

8:00 - 8:30 **LATE REGISTRATION . . . . . THEATER LOBBY**

PROGRAM AREA SESSIONS

8:30 - 12:00 **AGRIBUSINESS EDUCATION AREA MEETING .....Room 109**

Mr. Robert Kelley, Director
Agribusiness Education Unit
Bureau of Vocational Education

AGENDA ITEMS

- Curriculum offered in Perservice Teacher Education
- Revision of Teacher Materials in Agricultural Production of High School Students

8:30 - 12:00 **BUSINESS AND OFFICE EDUCATION AREA MEETING . . Room 107**

Mr. Charles Bright, Director
Business and Office Education Unit
Bureau of Vocational Education

AGENDA ITEMS

- Practical Arts
- Project Awareness and Economic Education
- Program for State Teachers Conference
- A.A.C.S.B. Certification
- Business Teacher Certification
- Standard Occupational Classification Codes
- Summer Workshops for Business Teachers
- C.B.V.E.
- Data on State Programs in Business and Office Education
- State Minimum Skills Test for Business and Office Education
- Special Program

8:30 - 12:00 **HEALTH AND PERSONAL SERVICES OCCUPATIONS EDUCATION AREA MEETING . . . . . Room 111**

Ann Vescio
Health and Personal Services Occupations Education
Bureau of Vocational Education

AGENDA ITEMS

- Health Occupations Teacher Education
- Career Development/Articulation of Health Occupations in
- Vocational Education with other Post-Secondary Institutions
- Awareness of New Essentials of AMA Council on Medical Education
- Regarding Health Occupations Programs
- Students Organizations (HOSA)

8:30 - 12:00 **HOME ECONOMICS EDUCATION AREA MEETING . . . . Room 113**

Jewell Deene Ellis, Director
Home Economics Education Unit
Bureau of Vocational Education

HOME ECONOMICS EDUCATION (cont'd)

AGENDA ITEMS

- Committee Recommendation for Implementing Work Experience Component for Certification Requirements
- Committee Recommendation on Professional Competencies of Home Economics Teachers
- Plan for Determining Subject Matter Competencies Needed by Home Economics Teachers
- Progress Report on Re-Evaluating Student Teaching Centers

8:30 - 12:00 **INDUSTRIAL EDUCATION AREA MEETING . . . . . Room 115**

Mr. Patrick White, Director
Industrial Education Unit
Bureau of Vocational Education

AGENDA ITEMS

- Program Improvement Project
- State Vocational Education Conference
- Field Based Teacher Education
- Statewide Onsite Carpentry Project
- Program Evaluation

8:30 - 12:00 **MARKETING AND DISTRIBUTIVE EDUCATION AREA MEETING . . . . . Room 117**

Mr. William T. Jeffrey, Director
Marketing and Distributive Education
Bureau of Vocational Education

AGENDA ITEMS

- Teacher Certification
- Inservice Opportunity
- Five Year Program Development

8:30 - 12:00 **PUBLIC SERVICE OCCUPATIONS EDUCATION AREA MEETING . . . . . Room 119**

Mr. Robert F. Pike, Director
Public Service Occupations Education Unit
Bureau of Vocational Education

AGENDA ITEMS

- Statewide Fire Science Inservice
- State and National Public Service Occupation Direction

SECOND GENERAL SESSION

THEME: The Major Issues of Vocational Education

Presiding:
Dr. Herbert Bruce
University of Kentucky

12:15 - 1:45 **LUNCHEON** . . . . . **BALLROOM**

PANEL PRESENTATION . . . . . **BALLROOM**
Small Group Interaction Recorders

CONFERENCE EVALUATION

CONFERENCE WRAP-UP

Mr. Billy Ray Howard, Assistant Superintendent
for Vocational Education
Bureau of Vocational Education

1:45 **CONFERENCE ADJOURNMENT**

2:00 - 3:00 **BVE-UCC REPRESENTATIVE MEETING** . . . . . **Room 118**

BUREAU OF VOCATIONAL EDUCATION
UNIVERSITY COORDINATING COMMITTEE MEMBERS

UNIVERSITY REPRESENTATIVES

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Council of Independent Kentucky Colleges
and Universities
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Phone: (502) 564-3096

Dr. Charles Wade, Director
Division of Vocational Program
Development
2124 Capital Plaza Tower
Frankfort, Kentucky 40601
Phone: (502) 564-3775

Executive Secretary:

Mr. Arnold K. Wilson, Director
Personnel Development Unit
2033 Capital Plaza Tower
Frankfort, Kentucky 40601
Phone: (502) 564-3096

*Conference Program Planning Committee
+1978 Committee Chairman

ABOUT THE SPEAKERS . . . . . .

Dr. Gene Bottoms

Dr. Bottoms comes to AVA from the Georgia State Department of Education, Atlanta, where he most recently served as director of the Division of Program and Staff Development. In that position he worked with vocational education in staff development, teacher education and certification, student assessment, and program development and improvement activities.

Dr. Bottoms began his career in the Georgia public school system in 1957 as an elementary school principal and teacher. Since 1961 he has worked with the Georgia Department of Education and was state supervisor of vocational guidance and associate state director of vocational education prior to assuming his most recent assignment.

At the national level Dr. Bottoms has developed and chaired seminars and worked with the U.S. Office of Education and The Center for Vocational Education at The Ohio State University. He chaired the USOE Task Force on Rural Education in 1975-76 and serves on the ERIC Center Advisory Council on Career and Vocational Education.

Dr. Bottoms became active in AVA early in his professional career. From 1964 to 1972, he was advisor to the Georgia Vocational Association's Executive Board, assisting with legislative efforts. Under his leadership, GVA's Guidance Division organized and developed the largest state membership in Guidance.

He first held national level office in AVA, of which he is a life member, in 1965 as convention program chairman of the Guidance Division. Since that time he has served also as division membership chairman, as well as the guidance editor on the AV Journal. He was elected a vice president of AVA to represent the Guidance Division on the Board of Directors in 1973 and recently completed a one-year term as AVA's 1976-77 president.

His professional affiliations include Phi Delta Kappa, Kappa Delta Pi, National Education Association, Association for Supervision and Curriculum Development, American Educational Research Association, and Georgia Association of Educators.

Roger Dale Semerad

Roger Semerad is the principal in Semerad Associates, a consulting firm specializing in corporate, government, federal relations, and organizational services. He is Chairman of the Board of 70001 Ltd., a national manpower development company for disadvantaged youth and serves as Executive Secretary for the Advisory Councils of the Republican National Committee.

As Vice President of the American Retail Federation (from February 1976 to June 1977), Mr. Semerad was responsible for coordination of 50 state and 32 national retail trade associations.

From early 1974 until January 1976, Mr. Semerad served Presidents Nixon and Ford as a Staff Assistant with Domestic Council responsibility for all education, labor, and veterans affairs. In May 1975, he was appointed Executive Director of the President's Advisory Committee on Refugees.

Prior to his government service, Mr. Semerad was a federal relations and management consultant to over 150 government agencies, corporations, and institutions – as President of Dumbarton Associates, Inc., and, from 1969 to 1973, as Chief Executive Officer of University Associates, Inc. During the period of 1967 - 1969, he was Director of the Office of Federal Programs, American Association of State Colleges and Universities.

Mr. Semerad came to Washington in 1966 when named a Fellow with the U.S. Office of Education. He was an Administrator with the State University of New York for several years following completion of his active military duty in 1962.

A graduate of Union College in Schenectady, New York, he also completed one year of study of public policy development at the National Institute for Public Affairs in Washington, D.C.

In August 1976, Mr. Semerad was appointed by President Ford to a three year term on the National Advisory Council on Vocational Education. He currently serves as a Board member or advisor to a number of national organizations and business firms.

CONFERENCE ANNOUNCEMENT

APPENDIX B

CONFERENCE ANNOUNCEMENT

KENTUCKY'S FOURTH ANNUAL

VOCATIONAL TEACHER EDUCATION CONFERENCE

SPONSORED BY THE
BUREAU OF VOCATIONAL EDUCATION-
UNIVERSITY COORDINATING COMMITTEE

WHEN: FEBRUARY 9TH AND 10TH 1978

WHERE: UNIVERSITY OF KENTUCKY
STUDENT CENTER
LEXINGTON, KENTUCKY

THEME FOR THIS YEAR'S CONFERENCE:
"THE MAJOR ISSUES OF VOCATIONAL EDUCATION"

PRE-REGISTRATION FORM DUE BY:

February 6, 1978

(CLIP AND RETURN)

VOCATIONAL TEACHER EDUCATION CONFERENCE

NAME: _____

POSITION: _____

AGENCY OR INSTITUTION: _____

ADDRESS: _____

REGISTRATION FEE $2.50

LUNCHEONS

THURSDAY NOON
(BAKED CHICKEN, POTATOES AU GRATIN,
TOSSED SALAD, ROLLS, FRUIT COBBLER) $3.75

FRIDAY NOON
(BAKED HAM SLICE WITH PINEAPPLE,
GREEN BEANS, VEGETABLE OR FRUIT
GELATIN SALAD, ROLLS, STRAWBERRY
SHORTCAKE) $3.75

TOTAL CONFERENCE REGISTRATION FEE $10.00

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APPENDIX C

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DR. GENE BOTTOMS,

EXECUTIVE SECRETARY, AVA

APPENDIX D

Present and Future Challenges in Leadership for Vocational Education

In considering the present and future challenges in leadership for Vocational Education, it is useful to think about three dimensions of leadership.

First, there is a directional sense of leadership, here we are talking about the capacity to take stock of where a program is currently and to articulate clearly and precisely where it should be in some point in the future.

The second aspect is the energy and the capacity to attend to the daily activities that are necessary to achieve a long range goal; the third dimension of leadership is to establish a climate that allows those who both set policy and who must achieve long-term goals to be involved in a constant growth process.

1. Thus, our first challenge is to have vocational leaders who live up to these three dimensions of leadership.
2. A second challenge in leadership is to arouse a greater sense of professionalism among vocational educators. By professionalism, I mean those aims and qualities that increases the vocational educators capacity to give and grow in the preparation of the nation's citizens producers, citizens and family members. Let me share with you just a few of the concepts that I believe should permeate a new emerging sense of professionalism on the part of vocational educators.

For one thing, we ought to pursue a program of work at the local, state and national levels that is designed to enhance the capacity of the individual vocational teacher, of the vocational administrator, of vocational institutions to serve those who need vocational educational services.

We must also clarify the meaning of quality. We must redefine quality, not in terms of a construct designed to select folks out but, one designed to select people in. Our focus on quality should be to help each student arrive at his or her career goals, and then to assist them in acquiring the knowledge, skills and attitudes needed to achieve those ends. This notion of quality has to be dealt with in the context of current job opportunities and economic growth projections. This new sense of quality is not based just on providing the opportunity to serve, but on a kind of persistence and hope that allows the vocational educator to go the extra mile time and time again with a student, until the student recognizes the potential that the vocational educator has long seen in the individual. Performance standards, rather than standards based on time, must become the ultimate criteria for program completion.

Another dimension of this new sense of professionalism should be a climate that allows for renewal and continued growth on the part of every vocational educator. This certainly is a challenge to leadership to provide a climate that allows all vocational educators to reexamine their own effectiveness and to develop new insights on how to improve. This can best be done by continuing to bring the vocational teacher into contact with new situations, with employers, with new knowledge, and with new experiences.

To arouse a greater sense of professionalism, we must make sure that vocational teachers, those who come directly from teacher education programs as well as those who come from industry, are familiar with local, state and national issues that either are affecting or will affect their field. Here, participation in the professional association is critical. No longer can we limit the professional association to the collection of dues in return for AVA JOURNAL. We must seek to establish local chapters, effective state

associations and a broader base of service for the national association to enable vocational teachers to be more cognizant of the major issues facing their field. One of your first acts on the job should be to create a local vocational education chapter in which teachers and administrators come together to discuss issues, to interact with community leaders who are employers of your graduates, and to formulate a local program of work that outlines what you are going to push for with your local boards of education to improve the quality of vocational services.

Finally, this heightened sense of professionalism should include an emphasis on those you are serving plus the identification of those you are not serving and what it will take to serve those folks.

So our second challenge is to arouse a new spirit of professionalism, based on service to the nation's citizens in furthering their capacity to manage their own destiny in our economic system.

3. The third challenge in leadership is to plan for and create vocational programs for the future to meet changing and emerging needs of youth and adults. Our job is not to assign blame for what is or for what has not been, but to build for what ought to be. In order to plan for and to create vocational programs, there are several elements to which we need to give consideration.

First, we need futurist scholars in Vocational Education. We must find funds and be willing to invest dollars in those that are willing to spend their time and energy in looking at the array of social, political, economic and technological changes likely to occur in the world and in this nation in the next ten to twenty years, and to interpret for us some of the implications for Vocational Education.

In addition, we must be willing to put to use the problem-solving approach in planning for the future. We must face up to the question: Who should we be serving ten years from now, what will be their needs, through what kinds of patterns can these needs be most appropriately met? Where are

we today in terms of meeting these anticipated needs? What are the major gaps? What are the barriers that prevent us from bridging those gaps? What are the most appropriate alternatives for bridging those gaps and what do we need to implement the strategies we choose?

We must be willing to spend more time in looking at the forces that shape the future. Current demographic data reveal that we will have 3,000,000 fewer students in American secondary schools by 1985, that we will have an increased number of adults in their thirties needing adult education, and that the birth rate among the poor has not declined, but has increased. Rather than making up 18% of the secondary school population, the poor will most likely make up 30% in the 1980's. How will energy affect technology and automation? At what point will the cost of energy become greater than the cost of people or rather, at what point can "people power" help replace energy power? Are we likely to have a shortage of labor in the mid 1980's and have to import labor?

To create the future we want, the vocational leader must at all times be ready to describe the programs needed. Yes, in your pocket, you ought to carry a skeleton plan of what you want your programs to become.

We must also be willing to respond to all legislation affecting vocational education. For example, what changes do we want in CETA? In the urban redevelopment legislation being proposed by the Carter Administration, how can vocational education contribute to the solution of the urban problem? Where should vocational education fit in new welfare legislation? In the national policy for full employment, where is vocational education? In essence, we are still responding to yesterday's initiative. Vocational education, at the present time, is absent from future program consideration.

4. The fourth challenge in leadership is the ability to recognize that make for successful programs and the ability to use those elements in a variety of patterns to fit a given situation.

Now, we pretty well know the elements that make for successful vocational programs. These include: student services, staff, curriculum, instructional media, management, finance, community-home linkages, setting. We can also state some standards of input and process criteria that must be used to have a successful program. But our greatest mistake is that we assume that all of these elements that make for successful programs can only be initiated in a certain pattern.

Yes, vocational education is perceived by others as being rigid at times in the pattern we use for initiating quality programs. Some say we want to limit our patterns just to an institutionsl base. Just the ability to adapt to open entry and exit is considered by many to be a major achievement in vocational programs. Yet this in only one small way in which the elements that make for successful vocational programs can be put together. Thus, we must give greater attention to recognizing the elements for program quality and to stretch our ability to put those elements together in a variety of patterns to fit the unique circumstances of the target population to be served.

The ability to create new patterns to serve youth and adults in this country is the greatest challenge confronting vocational education. Now, let me illustrate a few instances. You cannot use the exact pattern of cooperative education for a student who has already reached the 11th grade as you would use for a student who has left school or a potential drop-out 16 years of age who is still in the 9th grade.

Nor can you insist that all folks must come to the community college or the area technical schools for training. If you have a community with 15% - 20% unemployed, and if you have an industry ready to locate in that community, they maywant you to train 150 workers to be ready for employment within four weeks. You cannot insist that students go through a two-year program. You have to have the flexibility to set up a four-week program.

Another problem we haven't yet faced up to is how we can maintain some of our existing community-based programs and at the same time, develop community-based programs where we reimburse the employer or student. And we may need to think about a different notion of success as we work with educational casualities. We may no longer need to establish a 90% placement record. Maybe that needs to be lowered considerably as we work with those who are hard to reach. These are only three or four examples, but today we need a vocational leadership that truly understands the basis of a quality program with the capacity to adapt those basics into an educational pattern to serve those we currently are not serving.

5. The fifth challenge in leadership for vocational education is the capacity to identify and tap a broad range of competencies. We have been asked to do more in vocational education and when folks expect more of you, that is a compliment. But, to do more, you must begin to recognize that vocational leadership personnel may not have, within themselves, all of the competencies necessary to achieve these new expectations. Therefore, we must be willing to identify the additional competencies needed and call upon those with expertise for assistance.

As we seek to serve the special population groups, for example, there is going to be a need to call upon the expertise of the special educator.
As we seek to make vocational education an instrument for economic development, we must begin to call upon those who have far more expertise than we in terms of economic development.
And, as we seek to be more flexible in creating programs to serve target populations, we may need the assistance of a program developer. I do not mean a project writer. I mean a person who is thoroughly grounded in the fundamentals of creating a successful vocational program. It would be the responsibility of such a person to design new program patterns as we seek to relate to a variety of delivery systems. We need the kind of vocational leadership that recognizes the need for such an individual.

It is truly a great challenge in leadership for vocational education to recognize that we need to develop more expertise. I have already mentioned the development of futurist scholars in vocational education. We need to invest risk money to develop those folks who spend their time in asking and pursuing questions, tough question, that will improve our programs. We should not expect an immediate payoff for every research dollar invested. One of our great assets in vocational education has been our practicality, making sure everything that we do has an immediate utility. Therefore, we have invested little of research money in stretching the capacity of the field to anticipate or to respond more appropriately to emerging needs.

6. The sixth challenge is to develop our capacity to relate to different delivery systems. We have had tunnel vision. We have assumed that all vocational education, for some mythical reason, was linked only to the vocational legislation and to the nature of that delivery system, which has been highly centralized and structured. As we develop the capacity to relate to different delivery systems, there are several things that we must keep in mind.

We must develop a knowledge of how different delivery systems work and how we can relate to them. In a study conducted by the American Association of Junior and Community Colleges, it was found that community college presidents who had in-depth knowledge of CETA members of the local prime sponsors manpower planning council and who served as voting representatives on the council, participated significantly more in CETA funding than did college presidents who did not have this knowledge. Knowledge alone does not mean that action will follow, but action is not likely to follow where ignorance prevails.

We must also recognize a new bottom line in the several different delivery systems emerging for vocational education. That bottom line is called competition. It seems to me that with our understanding of what makes for a successful program and how to put that program into place, we should have no fear of competition.

In addition, to relate to different delivery systems means that we must either develop or activate a grass roots political system. We have said for years that a sound vocational program is one that has a strong advisory base of business, industry, manufacturing and agriculture, as well as a close tie to the home. Now, if we've had that, then we have the grass roots system to call upon to get the attention of any prime sponsor in this country. If we don't have that, then that is our greatest challenge - - to activate it, because not only is it necessary for power and for participating in some of the new delivery systems, it's essential to quality and meaningfulness in programs as well.

In relating to different delivery sytems, we must learn to participate in a more decentralized decision making approach. There is much that is right in the federal legislation for vocational education, but it has been a downward push as opposed to a grass roots upward thrust. Therefore, the programs that have been developed at the local level have some pretty tight frameworks. Now as we relate to other delivery systems, we have more options in the kinds of programs that we can plan for than we have under vocational education alone. Therefore, one of the great challenges to our leadership is to develop the creativity of local leaders to plan programs in absence of a tight structure.

7. Another challenge in leadership for vocational education is to develop our capacity to relate vocational education to economic development and to articulate and sell that capacity. At present

this country faces high unemployment. Yet there are jobs that go begging. There are several elements of this challenge that we must address.

First, we must incorporate into all of our courses, the teaching of the "Entrepreneurial Spirit," both from an intellectual and an experiential basis. By intellectual and an expreprenurial basis, I mean much more than God, motherhood and apple pie. I mean an understanding of our capitalistic governmental system. I mean hands-on experiences in how to make the system work. Further, I mean using the inquiry technique in teaching to get our students to probe the question of how they can take the skills they have acquired and either provide a service or produce a product, whether they work for an employer or are self-employed. Therefore, I do see the economic development angle as a major component of all vocational instruction.

In addition, we need to see how vocational education can most appropriately organize itself to assist in the economic development of the community. Given a community with a high unemployment rate how can we assist state and local leaders in attracting industry to expand there or to locate a new plant there? How can vocational education be used as an incentive in the preparation of workers for that new industry? We have some excellent examples of success in this area.

One of the new kinds of services that should be attached to secondary and postsecondary vocational institutions is to assist the small business manager, the manufacturer, the banker, the agricultural business to increase their productivity.

In doing so, they can increase not only their own profit, but the earnings of their employers. In other works, how can vocational education be used to raise the general economic level of a well-established community?

Finally, what kind of legislation should we support? Shouldn't we support the legislation that calls for capital to help create business in areas of high unemployment? Shouldn't vocational education be one route for jobs and training? Shouldn't we seek legislation to strengthen the capacity of small businesses to survive by reimbursing entrepreneurs for training a student on the job. A cooperative plan with the school would be used until the student becomes productive, or until the business has expanded to the point where the student can be hired. Yes, we have a great challenge to strenghten our response to the economic development of local communities.

In summary, we have examined seven challenges, present and future, in leadership for vocational education. No doubt, we could examine others, but we have the potential to rise to these challenges, and if we do, we will make substantial contributions toward resolving some of the problems currently facing the nation. I challenge you, as leaders in vocational education, to build on the strength of our past, but build also on a new sense of professionalism that has a futuristic thrust and that is committed to the elements of successful programs. Remain flexible in the pattens for putting these elements together and draw upon all types of expertise in delivering quality programs. We have the potential to contribute to the social and economic development of our communities and states.

We will not shape tomorrow by pointing to our past achievements. Tomorrow's vocational program will grow from our dreams of today.

PRESENTATION

MR. ROGER SEMERAD

NATIONAL ADVISORY COUNCIL

ON VOCATIONAL EDUCATION

APPENDIX E

The Vocational Education Act of 1976 states as its purpose: To provide "Persons of all ages in all communities... ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

As you may know, this language is unchanged from the '68 amendments, but the new act places increased emphasis on handicapped, disadvantaged, bilingual, women, CETA clients, and on new and emerging occupations.

The 1976 act is recognition of the changes which are taking place in our society - - changes in the work place, changes in the needs of students and workers, and changes which must follow in the education delivery system.

As an individual who has been involved in both the education and training sectors at local and national levels, I must ask how responsive vocational education has been in meeting these changing needs. As a concerned, albeit friendly critic, I would say that you have not been responsive enough.

The record of achievement in vocational education in recent years has been numerically impressive. No one can deny that. Funding and enrollments have doubled in the last decade. New facilities have been built. You have served well your traditional clientele - - the middle class American who is already motivated, and who would probably find a place in the industrial structure anyway.

But what about the others? The people who need an alternative to the standard educational program in order to meet society's changing needs, and the changing requirements of the work place? What about the 26 out of every 100 students who drop out of high school every year* and the uncountable number of high school graduates who possess neither academic nor vocational skills?

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* Manpower report of the President, 1975.

Education in America is under greater criticism today than ever before in history. The education leaders of the past decades have been the academicians and purists, whose rallying call has been education for education's sake. In the bureaucracy of education, this more often than not translates to education for institutions' sake.

The public is beginning to catch on. They are beginning to realize - - especially those PHDs in the unemployment lines - - that sometimes more than a degree is needed to find a position in the market place. They have learned that institutional requirements do not necessarily reflect real-life requirements.

The demand for relevancy in education is greater than ever. But education has been slow in responding. It has been more concerned with the process, than with the product.

Vocational Education should be way out front in providing leadership to meet changing needs and to make education more relevant. Relevancy is what vocational education is - - or should be - - all about. But I do not see you assuming that role. Vocational Education seems to react, rather than to lead.

We have all heard of the years that Vocational Educators were "In the cellar" and treated like "Second-class" citizens. Those days should be over. You really are in the mainstream now, due to changing times and changing conditions. However, now that you are part of the mainstream, and have gained the recognition and acceptance you deserve, do not, for the sake of acceptance, become the Uncle Toms of the education community.

Years of second-class citizenship produced timid leadership which limited your horizons. You must now shake that image and take the initiative. If Vocational Education is to realize its full potential, it must demonstrate that it is flexible enough to meet the needs of all who seek and can benefits from its program, and that it can adapt to changing conditions. No - - let me say that differently - - not just adapt, but actually change - - conditions.

Why is it that Mayors, Governors, and other elected officials do not turn to Vocational Education in most cases when the Economic Development Plans are being developed? Why isn't this being encouraged by the Vocational

Education Leadership? Why isn't Vocational Education encouraging those trained to consider going into business for themselves? Why aren't they making the necessary contacts with S.B.A. and the Department of Commerce to help bring this about?

What about the handicapped, who have long been one of the groups not served to a large extent by Vocational Education? A recent conference of leaders in the field of the handicapped were called together to discuss the relationship between Vocational Education and the Handicapped. The following concerns were raised:

Few handicapped individuals are receiving Vocational Education in the public schools (GAO, 1976)

Vocational Educators generally lack training in dealing with the handicapped (GAO, 1976)

Because handicapped students have encountered problems in competing with non-handicapped students in regular vocational classes, their opportunities to obtain training have often been restricted to sheltered workshops, separate programs, or institutions. In such programs the range of occupational training experiences offered is usually limited (Olympus Research Corporation, 1975).

States have provided only minimal matching funding for vocational education for the handicapped. In 1973, 14 states did not spend the 10% of their federal vocational education funds for education of the handicapped as required by the Vocational Education Amendments of 1968 (GAO, 1974).

There has been an absence of cooperative planning on the part of vocational and special education personnel at both the state and local levels (Geer, 1975).

Experts in the field of handicapped have long been aware of the economic liabilities associated with overlooking the school-age handicapped population who are about to enter the workforce. An article by Edward Martin ("New Public Priorities: Education of Handicapped Children") published in the August 1971 issue of Compact made the following observation:

> Over the next four years, 2.5 million handicapped children will be school leavers either by graduation or the drop-out route. Of that number, less than 1 in 4 will be fully employed or going on to college. Another 40%, that is, one million handicapped young people, will be underemployed. Another 25% of this population will probably require welfare assistance.
>
> If each of these youngsters is faced with institutionalization as an alternative to public school programming, the cost will be at least $40,000 per year. Over a life-time of 60 years, that in approximately a quarter of a million dollars per student.

General estimates suggest that approximately one of every ten children is handicapped. If society is not prepared to provide an appropriate education that enables these individuals to either successfully enter postsecondary education or the labor force with a marketable set of occupational competencies, we must be prepared to continue accepting the economic burden of supporting millions of potentially employable individuals in institutions and through welfare programs.

A series of problems has plagued the process of employing handicapped individuals. Many employers and union officials have demonstrated less than accepting attitudes toward capable and qualified handicapped applicants. In some states it is difficult for employers to obtain appropriate insurance to cover handicapped workers. Architectural barriers have prevented many physically handicapped people from entering or functioning in prospective

places of employment. Stereotyping relative to the capability of people with some kinds of handicaps to perform successfully in selected occupations has often influenced managerial decisions with respect to hiring, job assignment, and promotion. Also, management has often been hesitant to redesign or modify occupational tasks to accommodate those with handicaps, even though this practice has been demonstrated to be cost-efficient and cost-effective in many work environments.

According to the census, there are nearly 12 million employable handicapped individuals between the ages of 16 and 64, only a small percentage of which actually are employed.* Vocational Education represents a great source of potential for solving these problems, but what is vocational education actually doing about them?

Vocational Education must also become more creative and aggressive in dealing with the problems of the economically and academically disadvantaged - - whether they be in urban centers or depressed rural areas. Your record in helping to solve these problems has not been particularly impressive. I recall hearing a vocational education state director from one of your neighboring states say that if it had not been for the '68 Amendments, which mandated your attention, there would be no programs for the disadvantaged and handicapped - - it was simply easier not to deal with them. Unfortunately, that attitude still exists to some degree today.

Too often, the greatest creativity is spent devising ways to maintain the status quo. Think about it. If you were asked to categorize the time you spend meeting to deal with issues designed to <u>maintain</u> the system as opposed to the time you spend in meetings to plan for needed <u>changes</u> or <u>improvements</u> in the system, which would take more of your time? I expect the former.

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*No actual percentage is available on the number of employed handicapped persons, but concensus of experts is that it is very small.

But status quo in our ever-changing society is an untenable position, particularly for vocational education, which is only as effective as it is up-to-date. Up-to-date not only in content of its courses (How often do you contact the business community for information on course content), but in who it teaches, and the way it goes about doing it. You must reach out to those who are difficult to teach, as well as those who are easiest. In meeting the needs of the disadvantaged, you must become a more active partner in CETA. Whenever CETA is mentioned among vocational educators, paranoia usually sets in and people start worrying about being taken over. Let me assure you that vocational education is not about to be taken over by CETA or the Department of Labor. Those in the White House and on the Senate Governments Operations Committee who will be working together to design the newly-proposed Department of Education have assured NACVE that vocational education will definitely remain within a reorganized education department. The only question at this point is whether or not there would be an assistant secretary for vocational education. Obviously, NACVE is strongly urging that there should be.

Vocational educators often scorn CETA for being to political. I would suggest that perhaps vocational education is not political enough. There may be a lesson to learn from CETA. You need to get closer to your communities, to your legislators, and to the private sector.

A draft of the new CETA reallocation bill has in it a section on private sector job initiatives. It says the following:

> "Sec. 701. The secretary is authorized to provide financial assistance under this title to enable prime sponsors to carry out programs designed to place economically disadvantaged individuals, including young adults, who face special difficulties entering the labor market. In jobs in the

private sector of the economy, including arrangements for on-the-job training with private for-profits employers."

On Local industry jobs councils:

"Sec. 702 (A) Any prime sponsor receiving financial assistance under this part shall establish a local industry jobs council. Such council shall consist of representation from the business community, industry, organized labor, and members of the general public.

"(b) Such council shall advise and assist the prime sponsor in the development of programs under this title and shall participate with the prime sponsor in overseeing the implementation of such programs.

On Private sector jobs programs:

"Sec. 703. Each prime sponsor desiring to receive financial assistance under this title shall submit to the secretary a program supplement which describes its proposed private sector initiatives. Such supplement shall include an analysis of private sector job opportunities, including estimates by occupation, industry, and location of the potential numbers of individuals who could be placed in such jobs.

On program activities:

"Sec. 704. Private sector job initiatives shall include on-the-job training, and may include related activities, including, but not limited to:

"(1) Job development efforts aimed at placing economically disadvantaged individuals, including young adults, in jobs with private for-profit employers, including individuals who have participated in employment and training programs under this act or other federally-assisted programs;

"(2) Vocational and skill training, including vocational exploration programs for young adults in the 18-24 age group;

"(3) Coordinated programs of jobs and training, enabling individuals to work for a private employer part-time while attending an education or training program part-time;

"(4) Improved linkages between employment and training programs, educational institutions, and the private sector;

"(5) Innovative cooperative education programs for young adults in secondary and postsecondary schools designed to coordinate educational programs with work in the private sector;

"(6) Linkages with public works and economic development programs. Transportation revitalization, energy conservation projects, and other publicly-supported projects which provide work through private sector contractors;

"(7) The promotion of on-the-job training programs with private for-profit employers, including the marketing of model contracts designed to meet the needs of specific occupations and industries;

"(8) Encouraging private for-profit employers to develop programs hiring economically disadvantaged workers so as to quality for tax incentives designed for such purpose; and

"(9) Coordinating programs under this title with other job development, placement, and other employment and training activities carried out by public and private agencies.

Obviously Vocational Education can play a tremendously important role in making this part of the legislation work. But will you, or will you continue to be, concerned about turf. One question I ask myself is why there is not some such language in the Vocational Education Legislation. Much of what is described here you are doing to some extent, but you are not taking the leadership.

If you agree that you have the obligation to serve the disadvantaged, and others in your community who need your services, then you also have the responsibility to reach out, to let them know what you have to offer, and to provide the leadership to bring together all those forces in your community and state which can help meet their needs.

The Carter Administration has not once mentioned Vocational Education publicly, to my recollection. They know it's out here, though, because of reduced funding in the new budget request by seven million dollars.

When they speak of massive job training program, they do not have Vocational Education in mind. They do not see Vocational Education as part of a quick economic stimulus package. Instead they put the dollars into low-level training and public service employment. The fact is, that Vocational Education probably is a truer economic stimulator, over the long run, than the majority of the CETA programs. Vocational Education trains people for jobs in the private sector. The placement of large numbers of people in public service jobs does not expand production, or strengthen the economy, or create jobs with a future.

Vocational Education must do a better job of selling itself. As a former Vice President of the American Retail Federation, a National and State Lobbying Organization, I learned something about manpower needs in merchandising and packaging. I have also been involved in politics, which might also be described as a merchandising game. You can have the best product on the market, but no one is going to buy if you keep it an in-house secret.

You all are aware of the difficulty in getting good data on Vocational Education. Some studies indicate that Vocational Education training doesn't make a difference in job placement. Others suggest that it does. My experience suggests that it's a mixed bag. There are some excellent Vocational Education schools, both secondary and post-secondary, with high placement rates.

NACVE visited schools in the Los Angeles area last week. At one outstanding bilingual regional vocational school, the placement rate for those who complete the program is 100 percent. This means hundreds of young people each year.

In Chicago, several months ago, I visited a Vocational Community College with an over-all placement rate exceeding 85 percent. When placement for any one program dropped below 85 percent, the program was eliminated. I like that kind of bottom line.

The unemployment rate for Vocational Education students in some places in consistently lower than the rate for other students. A Vocational Education student often earns a higher entry level wage then a four-year college graduate. In many areas, a beginning plumber will earn more than a beginning school teacher, or management trainee. Vocational Education students in some places also score higher than others in reading, math, and other basic skills, because the job training provides them with a frame of reference in which they can better understand and test the relevancy of what they have learned.

Why, however, can these good programs not be duplicated across the nation? Why are there few, if any, standards of achievement? What are you doing to weed out those Vocational Education schools which are not doing an adequate job of either training or placement, and there are some, and you know them better than I do.

Well, you know all these facts, and have the figures and the examples to back them up. But you must let others know. You must sell your product, and sell it honestly. You must sell your best programs and be the first to complain when a program does not meet your standards.

If Vocational Education is to serve those most in need of its services, and have an impact on unemployment, it must also assume a strong leadership role in establishing linkages with CETA. Vocational Education cannot be true to itself and its beliefs - - which are based on the proposition that Vocational Education is the best means of providing skill training for productive employment - - if it does not aggressively reach out and touch the young people and adults who need training most.

The numbers of unemployed among blacks and other minorities is absolutely staggering. Unemployment among America's youth, especially, has reached a state of crisis. Note the following statistics:

	Age	1976 Unemployment Rates (%)
All youth	16-19	19.0
	20-24	12.0
White	16-19	18.0
	20-24	10.7
Black & Other Minorities	16-19	37.1
	20-24	21.2

A recent study published in the New England Journal of Medicine reveals another startling statistic - - that the number one cause of death among non-white males is murder: There are many social and environmental reasons for this shocking situation, but joblessness is certainly one of the root causes.

Obviously, Vocational Education alone cannot solve all of our problems. It will not alone expand our economy, create jobs, change society, or prevent murder. It can, however, in conjunction with the private sector and government, get at some of the root causes by enhancing skills and employability.

The problem is so big that it requires, and demands, the full force of all our efforts and resources. There must be a variety of programs and full range of approaches. The primary consideration must be the needs of people, not of institutions, or agencies, or systems.

The battle for turf between Vocational Education and CETA must end. It is an absurd battle, because it presumes that one program and group of individuals has the desire to take on the full responsibility of providing job training and related services to meet our nation's employment and training needs. That is a foolhardy goal. The task is too great

for either Vocational Education or CETA to take on alone. We all need all the help we can get. We can best fulfill our separate responsibilities by working closely together in a coordinated effort.

Despite the general perception that relations between Vocational Education and CETA are bad, I believe the sitation is improving.

For example, in San Francisco the community organizations make referrals and provide services and allowances, but all training is done by the public schools and community colleges. In Chicago, nearly all CETA training is contracted through, and monitored by, the State Board for Vocational Education.

The new youth employment act (P.L. 95-93) provides a timely opportunity to test whether or not Vocational Education and CETA prime sponsors throughout the country can effectively plan and operate joint projects. Subpart 3 of the new act provides 88 million dollars for programs for in-school youth. These funds can only be spent pursuant to an agreement between the prime sponsor and the local education agency.

The potential for Vocational Education involvement is obvious, if Vocational Educators and Advisory Councils take the initiative to contact prime sponsors and hammer out suitable agreements. Vocational Educators cannot wait to be courted. They have to roll up their sleeves, sit down at the table, and work it out with the other people. It will be a telling experience. It will tell us how effectively Vocational Education can cope with change, and how responsive it is to the current crisis of the unemployed and disadvantaged.

Admittedly, it is a crisis situation. This one-year emergency program may not be the fairest way to measure the capability and contribution of Vocational Education. But it is upon us, and perhaps the best tests are the ones we meet under fire.

If we meet this challenge, perhaps we will be better equipped to meet the ones yet to come. Today's challenge is to reach those - - mainly young people - - who are hardest to motivate. But what change will be thrust upon us tomorrow? By 1980, there will be only half as many voters with children in school as there were 15 years ago. The implications are many. What will your taxbase be? What will happen to the community support you may now take for granted?

Perhaps ten years from now the primary role of Vocational Education will be to upgrade and retrain adult workers to deal with the labor shortages which many economists predict.

I must commend AVA, under Gene Bottoms' direction, for taking initiative and setting up conferences across the country last November to bring about closer working relations with CETA. I did not have Gene in mind when I spoke of timid leadership. Anyone who proposes asking Congress for a 50 percent increase in the Vocational Education budget, as he has proposed, is certainly not timid: overly optimistic, perhaps, but not timid.

I hope that these efforts by AVA and others in Vocational Education will continue strong.

With Vocational Education as an aggressive partner, I believe we can get CETA back on the track. As most of you are aware, the large portion of CETA funds are spent on public service employment and not training, which was the initial intent.

NACVE will testify next month before the house subcommittee on employment opportunities and urge that the original concept of CETA - - to help the unemployed make the transition to unsubsidized jobs - - be reemphasized. We will urge that training funds be used only for training and related work experience, and not be transferred to create more dead-end public service jobs. We will recommend that public service jobs for the

structurally unemployed contain a mandatory training component, in order that the client has a better chance to make it in the private sector, instead of simply filing back into the unemployment line. We will urge a greater role for Vocational Education, and/or quality standards and monitoring of all training programs. Recent meetings with DOL officials clearly indicated to me that sound evaluation techniques are going to be employed in finding out what works and where effective - - before new legislation is written in late 1979.

The administration's CETA proposal contains a proposed new title VII, described previously, which provides funds for initiatives by the private sector to train the disadvantaged. NACVE will support this new title, because it sees an opportunity for a significant expansion of cooperative education programs between Vocational Education and Private Industry.

The private sector is Vocational Education's natural ally. Above all else, you should be nurturing that relationship. The private sector keeps you up-to-date and abreast of the latest requirements for skilled manpower. Your programs are only as good as the ability of your students to perform in the workplace. Take auto mechanics, for example. The National Academy of Sciences has estimated (and a report by an auto industry council just reconfirmed) that we will need double the number of mechanics by the mid-1980's to provide maintenance and repairs for America's cars. But they will need to know more than the simple basics of the gasoline engine, which has been substantially unchanged for 40 years. They will also need to know how to work on small diesel engines, anti-smog devices, front-wheel drive, and many other new developments which have recently begun a transformation of the American auto industry. Your programs must reflect those changes. Again, many of these graduates should be encouraged to open their own businesses.

Contact with business and industry - - through advisory councils, Coop education, and other means - - is essential to the quality of your programs. I know that business and industry, working together with Vocational Education, can accomplish exciting things. As chairman of the Board of 70,001, LTD., I can tell you about the positive outcomes which occur when Vocational Education, the private sector, and others in the community, come together to tackle a problem - - the problem - - 750,000 high school dropouts per year.

70,001 is - - - (expand)

If Vocational Education is to keep up with change and provide leadership to others in the community, it must remain alert to changing conditions and the need for relevence in education and training programs.

There are many additional areas of concern that could be discussed, such as the need to do away with our traditional ideas regarding male and female jobs, the need for more open-entry open-exit training programs, the need for better articulation of programs between the secondary and post-secondary levels, the need to pressure the unions to be more flexible in providing job training and job exploration, the need for more and better Vocational Education data. To expand on these areas would take more time than I have available. Needless to say, they are all problems which must be dealt with.

At present NACVE has task forces which are attempting to deal with problems in the following areas:

Youth unemployment
Evaluation of the Bureau of Occupational and Adult Education Vocational Education activities
Handicapped
Sex equity
CETA legislation

We have also recently published a report on Vocational Education and the energy crisis, which was an attempt on our part to generate discussion among Vocational Educators and others as to the role that Vocational Education should play in this critical area. Reports will also be published soon on the handicapped, sex equity, and the results of our first year evaluation of BOAE.

Many of the areas of concern mentioned in my discussion are areas that NACVE and SACVEs should also attack. In the future we of NACVE will advise on many of these areas, but with limited budget and staff we obviously cannot take on all of these problems at one time. Therefore we will continue to goad you to do more, in the hope that we will have less to evaluate and advise about.

Keeping you alert is the job of the advisory councils. Education generally has expected to be evaluated only on its processes - - the qualifications of its personnel, adequacy of its equipment and facilities, underlying principles of its curriculum and programs. But it needs also to be persuaded to accept accountability for the characteristics and performance of the product - - the student. A major role of advisory councils - - National, State and Local Craft and Program Committees - - is to help insure that this is done.

In criticizing Vocational Education leadership, however, I do not mean to spare the Advisory Councils. I feel that their effectiveness could be increased if they were more strongly represented by business and labor. Presently these two groups combined represent only 15 percent of the SACVE membership nationwide or about 7 percent business and 7 percent labor. FY 1977 OE statistics from which the above data are quoted show 12 states with only one representative in both categories. This is inexcusable.

The Advisory Councils have not always been as active as they could nor provided the leadership they could. I would like to see an even more aggressive goading of your system by the councils.

In so doing, it may sometimes appear that we Advisory Councils are your severest critics, but we are really your best friends. While our problems are legion, our nation, if it is to continue to exist as a true democracy, must find solutions. I believe that by working together, Vocational Education, CETA, Industry, Labor, Educators, Parents, Students and Enlightened Elected Officials will find solutions and continue to be the greatest nation on earth.

PANEL PRESENTATION
APPENDIX F

LEADERSHIP

Vocational Education at pivital point - will it be "business as usual" - "asserting ourselves into areas of new need" - "consumed by general education" - "or branching out into newer areas."

Vocational leaders should accept responsibility for helping to achieve these challenges given to us. As vocational leaders strive to assume a more progressive role, it was agreed that theme is "Need For Better Communication Among all Levels of Education" - also it was concluded that vocational teachers must assume a more aggressive leadership role when meeting the challenges which lie ahead.

That theme is a lack of unity in Vocational Education - this lack of unity makes us vulnerable to undeserved criticism - many recognized vocational leaders tend to disagree on philosophical viewpoints and operational strategies - to much time and resources are wasted before action is taken.

What we need is unity of leadership at all levels of vocational education.

Leadership at the Federal and State levels seems to be fragmented. While the professional organizations (AVA-KVA), the Bureaucrats (USOE-Bureau), Advisory Committee (National - State), Legislators (Congress - General Assembly), The Ohio Center, and even student organizations are speaking for vocational education. Before, not necessarily speaking with a single voice, someone stated very bluntly: "We had better get our act together!" Vocational education definitely needs strong unified leadership to emerge at the national and state levels.

Complained that Federal law limits our work "making us stop the good that we're doing" - must do things "Feds" think are important.

Complained that it is almost damaging for some state department personnel to provide the leadership for vocational education. Others complained about inexperienced and unqualified vocational leaders who make inportant decisions without benefit of adequate information.

We must get into the act with other agencies.

There was general agreement that our professional organizations should assume a more active and aggressive role when new challenges arise.

In the promotion of professionalism through membership in the various professional organizations, we should explain goals, priorities, and issues to teachers rather than merely ask for their money.

In vocational education we must organize our forces, push for our ideas, emphasize the priorities as we see them, and become more involved in the political arena.

SPECIAL STUDENT POPULATION

There is a definite concern for identifying and meeting the needs of target populations who should be receiving vocational education. Some of these are traditional and others are the handicapped, unemployed young adults, women, and the disadvantaged. We need to make visible the programs we are directing toward these groups.

We need to conceptualize ways to meet the needs of the special education student. They need additional attention in the mainstreaming system How do we plan to do this?

In order to serve the special populations needing vocational education, it may be necessary to provide more flexibility in our programs. Flexibility should be added by modifying programs rather than abandoning proven successful programs. Modifications may include utilizing opportunities for training in industry and other non-school settings. Several legal limitations must be removed to permit this type flexibility. There was some expression of a need to use some screening to insure that students enrolled or assigned to vocational education programs can profit from such instruction. Vocational education will be destroyed if we try to become all things to all people.

Despite some doubts which the speaker had about the vocational teachers ability to deal with the disadvantaged and handicapped. Some reactors felt that we are doing a good job with these groups; however, our recording and presenting methods make us look bad.

Provide for exceptional and handicapped students. Ways to do this:

A. preparation of teachers in teacher training institutions

B. via in-service for existing teachers

C. help to improve teacher attitude (all educators)

D. help develop teacher confidence in working with their students

E. teachers cannot learn all skills - therefore, more sharing of skills is needed - team teacher - use of specialists, etc.

Vocational educators need to merge CETA with regular programs where possible rather than duplicating facilities, equipment, and staff. This process also permits a greater variety of programs for CETA students.

We have traditionally selected vocational programs and CETA programs based on manpower needs. CETA programs are also implemented to make immediate economic impact. Too often we do not include personal aspirations and abilities as an equal factor in program selection or measure of success.

Teacher educators feel they need training in dealing with exceptional children as well as in assessment-teaching methods, etc. (good topic for next year)

The area of new and existing target populations for vocational education is recommended as a topic for next year's vocational teacher education conference.

Need to be more futuristic concerning student needs. Most of us seem to be taking care of "the now."

We need to develop the capacity to relate to different delivery systems.

A suggestion to identify new and innovative ways to mofidy existing programs.

More flexibility is needed:

A. be able to develop programs - implement - terminate

B. we need to share facilities and skills more - vocational schools colleges, etc.

C. share within schools (inter disciplinary) sharing of skills.

More emphasis should be placed on employability skills, work habits, attitudes in the training of students.

Greater utilization of the "extension agent concept." (that is, the trainer follows up with student when student completes program.

We need to gear up to do more adult education (upgrading and retraining).

PUBLIC RELATIONS, ETC.

General public is not aware of Vocational Education Accomplishments.

Sell the public and congress on what we are doing in vocational education.

The group agreed that individuals, as well as, leadership in each area need to write to Congressmen on behalf of the group represented.

We should encourage students and people in B/R to write letter to Congressmen.

Legislators need to recognize the very good job that vocational educators are now doing. Each educator is urged to become a leader in showing the public the benefits of our "product." That "product" is many times an "invisible population" who are now in the work force as productive citizens rather than being on the welfare roles.

We need to renew efforts to communicate among our own areas. KVA might facilitate this, possibility by increased regional KVA activity.

Research and evaluation needs to be done as a continuing basis in order to substantiate results and support vocational education. A good public relations program should be initiated in order to inform the public of our strengths. At the present time, it appears that we in the vocational areas are aware of our own valuable contributions to society, while the public at large may have no knowledge of these contributions.

We feel a need for increased dissemination of information regarding existing programs that are unique and regarding facts and figures needed to support funding requests. We want to know what plans are being made by the State director and others in Kentucky. Perhaps, UCC can provide some of these Seedback.

We feel a need for improved public relations to tell the vocational story to the general public, as well as, to those who control the funds. Examples: home economics programs in a residential hospital for the handicapped and in a women's correctional institute. A MESA project that retrains miners

All reactors agreed that vocational educators should write their congressmen and senators expressing support of vocational education - Vocational leaders should also encourage community leaders to write letters which express support for vocational education.

Some reactors felt that Mr. Semerad placed too much emphasis on a vocational programs placement record and were disappointed that he failed to mention programs which emphasize - career guidance, occupational exploration and career education.

We should have more opportunities like this to get together at meeting like this - to communicate, etc.

CONFERENCE WRAP-UP

APPENDIX G

CONFERENCE WRAP UP

We've had a good conference.

A. thought provoking

B. stimulating

C. we have agreed - we have disagreed

D. I'm sure it will cause many of us to take a second look and do some reassessment. I hope you agree.

We have had two principal speakers: Dr. Bottoms - represented the AVA and was much more kind in his remarks toward vocational educational education than was Mr. Semerad.

Mr. Semerad represented the National Advisory Council. His comments were from the viewpoint of lay people who are deeply involved in vocational education and the direction it will take. The critiques and opinions expressed by Mr. Semerad certainly cannot be pushed aside and ignored.

I'm not going to be guilty of something that so many newsreporters on national television are guilty of. And that is analyzing what our principal speakers had to say. You heard the same thing I heard - make your own analysis.

I would like to address, briefly, several topics which have emerged at this conference.

1. Leadership

A. Leadership at all levels of activity in Kentucky must unite behind a common good and work toward a common end--to deliver sound and timely vocational education programs to as many people as we can with the resources we have...or through other resources we have access to.

Leadership must come from the Department of Education and our state universities and colleges and be recognized at the regional and local levels. Regional and local leadership must be coordinated

I saw evidence of this happening in each of the special group sessions I visited this morning. Bureau staff and university personnel were working closely together in identified areas of concern--with particular emphasis on program improvement.

2. Vocational education must identify and cooperate more closely with other manpower training delivery systems.

A. Particularly CETA

Any program can be improved - I'll confess to that, but I'm proud of the relationship vocational education has with CETA in Kentucky. It has taken quite a while to reach this point but CETA looks toward the Bureau of Vocational Education to do 95% of its institutional training. There are only two programs in institutional training that are not being done either by or through the Bureau of Vocational Education.

B. Unfortunately, this may not be true in far too many states--turfdom does exist.

C. We're making progress in conducting youth exploratory programs for CETA and this looks good.

D. It's imperative that vocational education across this nation get in tune with other manpower delivery systems and of other states have built a shell around themselves it's time they emerged into the real world of manpower development.

3. Vocational Education has been accused of not addressing national issues:

A. Programs for the disadvantaged.

B. Programs for the handicapped.

C. Vocational needs of the bilingual.

D. The elimination of sex bias and sex sterotyping and sex equality in job preparation.

E. Perhaps others.

Prescriptive legislation is supposed to demand that these issues be addressed.

USOE program audits and fiscal audits have been critical in that many states have not followed the intent of the law.

This brings on confrontation among vocational education administrators, audit teams, advisory councils, members of Congress and their staff.

Eventually even more prescriptive legislation is written and the cycle continues.

We must address and satisfy congressional intent on national issues or vocational education will be written off as an effective delivery system.

4. Flexibility

A. Vocational education must be flexible - ready to change - willing to change - to meet whatever demand is placed on it - assuming of course that the demand is reasonable.

B. If we have been guilty of being rigid in our thinking or in what we do we've got to do something aobut it.

C. We must constantly be assessing and reassessing what we are doing in light of what we should be doing.

We can do this only through timely and reliable data.

But the key to becoming flexible is an appreciation for the fact that times change - we must change with them.

Flexibility requires hard decision making of the highest order. It's not easy, but it has to be done.

5. Public Relations - Working with Business and Industry - Working with Advisory Committees

A. The need for this activity is going to be even greater in the future.

B. We've got to stay in tune with the needs for manpower as expressed by business and industry and by advisory committees.

C. I know of no better source to advise us on course content and course offerings than those who provide the jobs.

D. Our association with advisory groups must be more than superficial, we must develop a genuine relationship with them and listen to what they are telling us.

E. Our public information programs needs to be strenghtened. We've done a good job - let's tell people about it.

CONFERENCE EVALUATION

APPENDIX H

1978 VOCATIONAL TEACHER EDUCATION CONFERENCE

Participant Survey

Combined

In order to improve next year's teacher education conference the BVE-UCC is asking you to become a part of the planning by completing this survey. Please circle the number following each statement that expresses your feeling regarding each statement.

STATEMENTS:	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1. The conference should be discontinued.	2	1	6	31	61
2. The conference should be conducted similar to this year's . .	24	51	10	6	6
3. The conference should be continued but only if the format is modified	7	14	18	43	8
4. The conference theme should be more specific rather than general	12	22	20	33	8
List Ideas _____					
5. Activities should be scheduled Thursday evening.	3	7	11	25	49
List Ideas _____					
6. More flexibility should be allotted for participants to attend special interest sessions	17	36	18	29	2
7. The special interest sessions should be discontinued.	0	4	11	35	48
8. The small group interaction following the major presentation was valuable to me.	15	45	14	16	8
9. More time should be allotted for program area sessions	20	25	16	26	10
10. The program area sessions should be discontinued	3	2	8	21	58
11. Activities should be scheduled into Friday afternoon	3	4	14	31	50
List Ideas _____					
12. The following sessions of this conference were valuable to me:					
1st General Session	53	31	1	1	2
2nd General Session	19	30	14	12	7
1st Special Interest.	19	40	8	4	2
2nd Special Interest.	16	35	7	8	3
Program Area Session.	44	28	5	5	3

13. The conference should be conducted in the month of _____ (List)

14. The conference should be conducted for _____ days.

1978 VOCATIONAL TEACHER EDUCATION CONFERENCE

Participant Survey

Others

In order to improve next year's teacher education conference the BVE-UCC is asking you to become a part of the planning by completing this survey. Please circle the number following each statement that expresses your feeling regarding each statement.

STATEMENTS:	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1. The conference should be discontinued.	0	0	2	7	11
2. The conference should be conducted similar to this year's . .	7	8	2	1	1
3. The conference should be continued but only if the format is modified	1	3	4	7	3
4. The conference theme should be more specific rather than general	2	6	7	3	0
List Ideas _____					
5. Activities should be scheduled Thursday evening.	0	1	3	3	10
List Ideas _____					
6. More flexibility should be allotted for participants to attend special interest sessions	5	4	3	6	1
7. The special interest sessions should be discontinued.	0	2	4	7	8
8. The small group interaction following the major presentation was valuable to me.	3	6	4	3	3
9. More time should be allotted for program area sessions	4	5	5	4	1
10. The program area sessions should be discontinued	0	1	2	2	12
11. Activities should be scheduled into Friday afternoon	1	1	2	6	11
List Ideas _____					
12. The following sessions of this conference were valuable to me:					
1st General Session	9	6	1	0	1
2nd General Session	4	7	2	2	1
1st Special Interest.	2	9	1	1	0
2nd Special Interest.	2	6	2	3	0
Program Area Session.	6	6	1	1	0

13. The conference should be conducted in the month of _____ (List)

14. The conference should be conducted for _____ days.

1978 VOCATIONAL TEACHER EDUCATION CONFERENCE

Participant Survey

University Personnel

In order to improve next year's teacher education conference the BVE-UCC is asking you to become a part of the planning by completing this survey. Please circle the number following each statement that expresses your feeling regarding each statement.

STATEMENTS:	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1. The conference should be discontinued.	2	1	3	10	25
2. The conference should be conducted similar to this year's . .	9	24	3	2	2
3. The conference should be continued but only if the format is modified	2	4	7	18	2
4. The conference theme should be more specific rather than general	6	8	7	13	4
List Ideas _____					
5. Activities should be scheduled Thursday evening.	1	4	0	12	21
List Ideas _____					
6. More flexibility should be allotted for participants to attend special interest sessions	6	19	8	9	0
7. The special interest sessions should be discontinued.	0	2	2	14	21
8. The small group interaction following the major presentation was valuable to me.	5	16	7	6	5
9. More time should be allotted for program area sessions	7	16	7	5	3
10. The program area sessions should be discontinued	0	0	2	12	25
11. Activities should be scheduled into Friday afternoon	1	1	7	14	18
List Ideas _____					
12. The following sessions of this conference were valuable to me:					
1st General Session	19	14	0	0	0
2nd General Session	5	11	5	5	4
1st Special Interest.	8	13	4	2	2
2nd Special Interest.	5	13	1	2	1
Program Area Session.	23	10	1	0	1

13. The conference should be conducted in the month of _____ (List)

14. The conference should be conducted for _____ days.

1978 VOCATIONAL TEACHER EDUCATION CONFERENCE

Participant Survey

BVE Personnel

In order to improve next year's teacher education conference the BVE-UCC is asking you to become a part of the planning by completing this survey. Please circle the number following each statement that expresses your feeling regarding each statement.

STATEMENTS:	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1. The conference should be discontinued.	0	0	1	14	25
2. The conference should be conducted similar to this year's . .	8	19	5	3	3
3. The conference should be continued but only if the format is modified	4	7	7	18	3
4. The conference theme should be more specific rather than general	4	8	6	17	4
List Ideas _____					
5. Activities should be scheduled Thursday evening.	2	2	8	10	18
List Ideas _____					
6. More flexibility should be allotted for participants to attend special interest sessions	6	13	7	14	1
7. The special interest sessions should be discontinued.	0	0	5	14	19
8. The small group interaction following the major presentation was valuable to me.	7	23	3	7	0
9. More time should be allotted for program area sessions	9	4	4	17	6
10. The program area sessions should be discontinued	3	1	4	7	21
11. Activities should be scheduled into Friday afternoon	1	2	5	11	21
List Ideas _____					
12. The following sessions of this conference were valuable to me:					
1st General Session	25	11	0	1	1
2nd General Session	10	12	7	5	2
1st Special Interest.	9	18	3	1	0
2nd Special Interest.	9	16	4	3	2
Program Area Session.	15	12	3	4	2

13. The conference should be conducted in the month of _____ (List)

14. The conference should be conducted for _____ days.